

## Raid on Deerfield: Voices of Three

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Grades 5-8

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### Lesson:

**Voices of Three: A lesson using primary and secondary source documents to construct a dialogue poem of perspectives.**

### **Objectives:**

Students will:

- Understand the ways in which the physical environment is stressed by human activities.
- Know how differences in perception affect people's interpretations of the world.
- Define characteristics and structural elements of dialogue poetry.
- Learn to analyze primary and secondary source materials.

### **Common Core Standards**

**RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**SI.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**Time: 4-5 class periods**

### **Resource Materials**

*Miner Descent: Raid on Deerfield- 1704:*

- <http://minerdescent.com/2012/05/04/raid-on-deerfield-1704/>

### **Cultures:**

- Meet the Five Cultures: <http://1704.deerfield.history.museum/scenes/groups.do>
- Explanations: <http://1704.deerfield.history.museum/background/index.do>
- Algonquin Indian Fact Sheet: [http://www.bigorin.org/algonquin\\_kids.htm](http://www.bigorin.org/algonquin_kids.htm)
- Abenaki Indian Fact Sheet: [http://www.bigorin.org/abenaki\\_kids.htm](http://www.bigorin.org/abenaki_kids.htm)

### **Lifeways:**

- Lifeways: <http://1704.deerfield.history.museum/scenes/scenemenu.do?title=Lifeways>
- Voices and Songs: <http://1704.deerfield.history.museum/voices/index.do>

### **Maps:**

- Maps: <http://1704.deerfield.history.museum/maps/index.do>

### **Books, Articles, and other Resources:**

- Bruchac, Margaret M., and William Maughan. *Malian's Song*. Middlebury, VT: Vermont Folklife Center, 2006. Print.

- “Diversity of Colonial Communities 1700-1750”- DVD 100% Educational Videos
- “Struggle for the Colonial Frontier 1600-1750”- DVD 100% Educational Videos
- Levine, Ellen, and Shelly Hehenberger. *If You Lived with the Iroquois*. New York: Scholastic, 1998. Print.
- D’Apice, Rita and Mary. *The Algonquin*. Vero Beach, FL.
- Maestro, Betsy, and Giulio Maestro. *The New Americans: Colonial Times, 1620-1689*. New York: Lothrop, Lee & Shepard, 1996. Print.
- *Colonial Life for Children: The French & Colonial Quebec*- DVD
- Smith, Mary P. Wells. *The Boy Captive of Old Deerfield*. 1904. Pgs. 128-136.
- Williams, Stephen. “What Befell Stephen Williams in his Captivity. 1706. Pgs. 3 & 4: <http://1704.deerfield.history.museum/artifacts/transcriptions/whatbefellSW.html>
- Dalglish, Alice. *The Courage of Sarah Noble*. 1954. Pgs. 25-32, 39-42.
- Durrant, Lynda. *Echohawk*. Bantam Doubleday Dell Books for Young Readers. 1996. Pgs. 82-85, 90 & 91, 93-97, 153-155, 161 & 162, 167 & 168, 174 & 175.
- Speare, Elizabeth George. *Calico Captive*. 1957. Forward & pgs. 80-92.
- Calloway, Colin G. “Susanna and James Johnson” in *North Country Captives: Selected Narratives of Indian Captivity from Vermont and New Hampshire*. University of New England. 1992. Pg. 45
- *A Narrative of the Captivity of Mrs. Johnson*. Heritage Classic. Pgs. 72-74, 134 & 135.
- Lenski, Lois. *Indian Captive: the Story of Mary Jemison*. 1941. Pgs. 59-61, 282-298.
- *Mary Jemison, Captivity Narrative from the 1750s (1824)*: <http://www.swarthmore.edu/SocSci/bdorseyl/41docs/47-jem.html>
- Erdrich, Louise. *The Birchbark House*. New York: Hyperion for Children. 1999. Print.
- Wilbur, C. Keith. *The New England Indians*. Chester, CT: Globe Pequot, 1978. Print.
- Benes, Peter, and Jane Montague. *New England Prospect: Maps, Place Names, and the Historical Landscape*. Boston, MA: Boston University, 1980. Print.
- McGovern, Ann, and June Otani. *If You Lived in Colonial Times*. New York: Scholastic, 1992. Print.
- Images of wampum belt and other trade items: [http://images.search.yahoo.com/search/images?adv\\_prop=image&fr=moz35=all&va=wampum+belts](http://images.search.yahoo.com/search/images?adv_prop=image&fr=moz35=all&va=wampum+belts)

### History lessons by Teachers:

- <http://www.americancenturies.mass.edu/activity/home.do>  
Choose “Search by Text”, type in a key word from each title below, one at a time, to find:
  - “Parties Involved in the 1704 Raid on Deerfield”, by Leslie Breger
  - “Raid on Deerfield 1704- Through the Eyes of the Survivors”, by Dianne Wolejko
  - “What Was It Like to be a Captive?”, by Donna Cabrese
  - “The 1704 Attack on Deerfield: Three Perspectives”, by Paul McKenna
  - “Beavers and Trade”, by Maureen Keating

### Procedure:

1. Display examples of published dialogue poems for students, or share your own. These can be voices of two, three, or four. Explain that the lines in italics are read by all voices in unison. Have two, three, or four students read the poem for the class, voicing a role in the poem.

2. Ask students: What do you notice about how this poem is written? How does the poem reveal contrasting ideas? Shared ideas? What do you notice about the quality of the spoken lines when they are read by all voices?
3. As a class, brainstorm a list of possible contrasting or comparative ideas relating to the subject matter, in this case the raid on Deerfield. Possible topics for consideration are sense of place, religion, reasons for the raid, the raid, the march to Canada, captivity/redemption. Record a list for students to reference throughout the lesson. Encourage students to use the primary and secondary sources to draw out more ideas and language that could be woven into the poems.
4. Divide students into groups of three. Allow each to choose an idea for their dialogue poem from the brainstormed list.
5. Distribute the Three Voices Poem Plan activity sheet (adapted from the “Two Voices Poem Plan” found on page 142 of *Strategies to Integrate the Arts in Social Studies*, Jennifer M. Bogard & Maureen Creegan-Quinquis) to each triad, and provide enough time for them to write their own dialogue poems. Circulate among the groups and use the “Planning Questions” below to guide discussion.
6. Ask students to develop their poems; encourage them to consider the content and order of the concepts they have included. Have them revise their poems based on both content and how it sounds when read aloud by three voices. Allow time for students to practice their poems aloud.
7. Invite students to record their performances, using audio-recording software; listen and discuss the recording. Poems could also be shared in a class blog.
8. Have each triad present their poem to the class. Use the “Questions for Discussion” below to guide discussion.

### **Planning Questions**

- What words or phrases are associated with comparative ideas?
- How do the perspectives differ? What ideas do the perspectives share?
- What lines and concepts could the voices share?
- What powerful word choices will you use?
- How will you embed examples from the text within the poem?
- How will your poem illustrate the difference or commonalities between these perspectives?

### **Questions for Discussion**

- What differences did you identify between the viewpoints?
- What did you learn by writing your poem?
- In what ways does poetry help us understand a concept?
- What feedback could you give about other students’ poems?

### **Extensions**

- Encourage students to create an image to further exemplify the concepts.
- Students could choose more than one focus topic.

### **Credits**

Lesson was adapted from a model created by Jennifer M. Bogard and Maureen Creegan-Quinquis as written in *Strategies to Integrate the Arts in Social Studies*, pg. 136-143